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MIAMI UNIVERSITY

PRODESSE QUAM CONSPICI

OXFORD, OHIO

MIAMI'S NEW BUILDINGS

THE BRICE SCIENTIFIC HALL.

This building was erected in 1892, through the generosity of the late United States Senator Calvin Stewart Brice, LL. D., of the Class of 1863. It is occupied by the Departments of Chemistry, Physics, Biology and Geology, and Natural History. The building is two stories in height with a good basement throughout and is well adapted for use in scientific study. Over twenty thousand dollars are being expended during the present year on the enlargement of this building. It will be three times its present capacity when completed in April, 1905, and will be one of the best scientific buildings in the middle West.

HEPBUBN HALL.

This magnificent new dormitory for the accommodation of one hundred lady student roomers and boarders, is in process of construction and will be dedicated at the commencement season of 1905. It will be ready for occupancy with the opening of the summer session on the twentieth of June. The building is electric lighted, steam heated and in every way modern.

The parlor, library, reception corridors, laundry, hot and cold baths are features that make this new building a most attractive home for young women.

CARNEGIE LIBRARY.

By the generosity of Andrew Carnegie, Miami is soon to have a most beautiful and commodious library building in which to house the University library consisting of 20,000 volumes.

THE COLLEGE OF EDUCATION
OF
MIAMI UNIVERSITY

COLLEGIATE WORK AT MIAMI UNIVERSITY. The work of collegiate rank at Miami University during the past three years has become differentiated in accordance with a number of clearly defined purposes. Prominent among these purposes are; First, the attainment of general culture and the laying of a foundation by means of a liberal education for happiness and efficient service in the world at large. Second, the preparation on the basis of two years of work beyond the High School, of elementary teachers to supply the demand for more efficient teachers in our elementary schools and to raise the standard of elementary education. Third, the preparation on the basis of four years work beyond the High School of young men and women to fill positions as High School teachers and public school supervisors and superintendents. Corresponding to the first of these primary purposes there exists the College of Liberal Arts which offers courses leading to the degree of Bachelor of Arts. Corresponding to the second purpose and at the same time providing to a certain extent for the purely cultural purpose is the Normal College which offers a two year course leading to a diploma. For the attainment of the third purpose, namely,the preparation of superintendents and secondary teachers, during the three years which have elapsed since the preparation of teachers became a special part of the business of Miami University, there has been no distinct and separate administrative organization, although provision has been made for the giving of courses to attain this end. In some cases the work of students pursuing this course has been under the supervision of one of the organized colleges and sometimes of the other. The experience of these three years has led those in charge of the University organization to the conclusion that in order to properly emphasize and efficiently administer and unify this work some more centralized control was demanded. This has led to the organization of a third college, the College of Education of

Miami University, co-ordinate with the College of Liberal Arts and the Normal College.

HISTORICAL REASONS FOR A COLLEGE OF EDUCATION. Aside from the administrative reasons stated above it is evident that traditionally the function of training secondary teachers is not completely or ideally represented in either (1) a college of liberal arts or (2) a normal college. (1) In the first place, although the acquirement of a general culture is an essential part of the aim of the College of Education, the semi-professional idea of immediate and practical application which is a necessary part of the attitude of the intending teacher, is inconsistent with the academic traditions of a college of liberal arts. This difficulty could be obviated if the professional training of the teacher were postponed until after the purely academic part of his education had been completed, as is largely the case with lawyers, physicians and other professional men. This possibility may eventually be realized in America as it is in Germany where the professional training of the secondary teacher is essentially post-graduate work undertaken after a period of more purely academic university work. (2) In the second place the traditional standards of the American Normal School or College have been much lower than those of this new College of Miami. Horace Mann said, * the first business of a normal school consists "in reviewing and thoroly and critically mastering the rudiments or elementary branches of knowledge." More recently the standards of American State Normal Schools have been raised until in many cases their courses consist of two years of work after High School graduation. This is the present standard of the Normal College at Miami.

THE WORK OF THE COLLEGE OF EDUCATION. Among those who are interested in the training of secondary teachers, there is general unanimity concerning the nature of the preparation required. The thot is expressed by Dean Russell of Teachers College, Columbia University, as follows (slightly changing his order) "Present conditions seem to me to indicate four qualities preeminently desired in the teacher: (1) General knowledge (2) special knowledge (3) professional knowledge (4) skill in teaching." The proper adjustment of these requirements forms the basis for the arrangement of the work in the College of Education.

*Quoted in Luckey, Professional Training of Teachers, p. 54, Macmillan.

(1) General knowledge. This end is attained by the aarrnge ment of required work and free electives. Each student before completing his course is required to take the following work;

Biology or Chemistry 9 hours†		Foreign language (Latin, Greek, German or French)	18 hours	Mathematies	9 hours
English	15 hours			Elocution	3 hours
History	6 hours	Logic & Psychology	9 hours	Gymnasium	6 hours

This assures the acquaintance of the student with certain of the essential and fundamental lines of human thot and assists him in discovering his capacities. Moreover it is especially necessary for the teacher even if he is to teach only one subject, to appreciate the interrelations and correlations which secure unity to the work of the schools and establish a variety of avenues by means of which the interests of the pupils may be utilized.

(2) Special knowledge. This end is attained by requiring each student to do sufficient intensive work in two or three subjects to gain some appreciation of the scope of modern knowledge, to obtain a relatively thorough command of a limited field of knowledge and to secure training in methods of advanced study. The requirement is met by the students electing 27 hours work in each of two departments or 18 hours in each of three departments. In order to assist students in arranging their lines of specialization courses of study corresponding to the following groups have been printed in the catalogue.

I Latin and English	IV Mathematics and Physics
II Modern Languages	V Physical Sciences: Chemistry and Physics.
III English and History	VI Biology and Geography

(3) Professional knowledge. By this is meant a grasp of the principles and practices of educational institutions based on a study of psychology, the history of education and contemporary educational conditions. Approximately 30 hours or one-sixth of of all the student's work is of this nature.

(4) Skill in teaching. The College of Education is especially fortunate in having opportunities for secondary school observation and practice teaching is the academy of Miami University. The organization of this work has not been arranged at the

†The academic year is divided on the term plan, a term averaging 11 weeks in length. By an hour is meant one recitation a week throughout a term.

present writing but the opportunity of development is available.

PROFESSIONAL SPIRIT. One of the teacher's most essential characteristics is indicated by this heading, a characteristic which begins to develop in the intending lawyer or physician as soon as he enters upon his study. Usually with the teacher the development of professional spirit is left until he has secured a position or becomes a candidate for one. In order to cultivate this spirit, the professional work of the College of Education has been arranged to begin almost as soon the student enters upon his collegiate course. For some reasons this is not an ideal arrangement. But it is deemed necessary in order, as early as possible, to acquire the habit of looking at subjects from the teacher's points of view, to gain an appreciation of the significance and value of the teaching profession, and to cultivate a pride in his vocation such as the intending physician, lawyer and preacher early secure. The following assignment of professional studies is made: Freshman year—Elementary and Educational Psychology: Sophomore year—History of Education: Junior year—Principles of Education: Senior year—School System' Schools Management and Teachers Courses.

THE DEGREE OF BACHELOR OF ARTS. On the satisfactory completion of 186 term hours (under the restrictions mentioned above) a student in the College of Education receives the degree of Bachelor of Arts.

THE DEMAND FOR A COLLEGE OF EDUCATION. It seems scarcely necessary to say anything concerning the requirement of professional collegiate training for secondary teachers. It will suffice to quote from a recent study of the question* showing the present sentiment in the United States. "Answers were obtained from over one hundred city superintendents to the following questions: In selecting a new teacher, other things being equal would you prefer (a) a normal school graduate (b) a college graduate with, or (c) without professional training? For high school teachers 84 per cent prefer college graduates with professional training, 10 per cent college graduates without professional training, 6 per cent prefer normal school graduates. It is interesting to note that the younger city superintendents are almost unanimous in their preference for the professionally trained college graduate."

S. Chester Parker.

*Lucky p. 175

GENERAL INFORMATION

ACCOMMODATIONS.

Since the attendance has become so large at the Summer Sessions of Miami University, the authorities have planned for the best accommodations at the lowest price compatible with comfortable lodging and good food. 200 ladies may be accomodated in the Hepburn Hall and Oxford College building. The Men's dormitories will accommodate 100 men. The town will accommodate a large number in private homes.

IN ABSENTIA WORK.

Many Students desire to graduate from the Normal College (two years) or the college of Education (four years) who cannot spend the full time in residence. By doing work at home and in vacation sessions the time of residence may be much reduced.

MARRIED MEN.

Many ambitious young men of families who have not been able to complete a college course, desire a degree from a reputable college. These come to Oxford, rent small houses, and in many instances take a few roomers to assist in furnishing means, and complete the work for the Bachelor of Arts in the College of Education or Liberal Arts College. In the graduating class of 1905 there are three such young men.

IDEAL LOCATION FOR SUMMER WORK.

Oxford is situated on an elevation with an altitude of over 900 feet. The University buildings are in a large grove of 56 acres of native forest.

NATURE STUDY.

No location in the State is so felicitous in opportunity to study flora and fauna common to nearly every community in field trips, and walks. Over 150 species of birds may be found during the year in the groves of the campus, more than 90 species having been observed during a single season.

RURAL TEACHERS.

Aside from the regular work for grades, especial attention will be given at the Summer Session to needs of the teachers in ungraded schools. Agriculture and manual training will be especially emphasized.

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